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The Official Languages and Bilingualism Institute (OLBI) is pleased to present its report for the 2011-2012 academic year. As in past editions, it deals with our major accomplishments for this period.

The University of Ottawa’s strategic plan, Destination 20/20, focuses on four key areas that are all related to OLBI’s activities. They are the student experience, research, internationalization, and, of course, bilingualism.

As you will see, OLBI’s international outreach grew considerably. This was thanks to significant developments such as its participation in the recruitment and language monitoring of Chinese students, its involvement in a bilingualism project in Sri Lanka and its contribution to a major European project on urban bilingualism/multilingualism in Europe.

OLBI also maintained steady growth with regard to program and service offerings. French Immersion Studies continued to flourish, the master’s in bilingualism received the approval of external evaluators and was forwarded to the proper authority in Toronto, and a conference on new technologies was held to great acclaim.

At the end of its fifth year of existence, OLBI can proudly claim its rightful place within communities oriented towards bilingualism at the national and international levels.

I wish you an enjoyable read.

For additional information, including updates on our ongoing activities, please visit us online at www.olbi.uOttawa.ca.

Richard Clément
Director of OLBI and Associate Dean of the Faculty of Arts
The LUCIDE Project: Languages in Urban Communities – Integration and Diversity for Europe

This project, funded by the Lifelong Learning Program of the European Union, is interested in social cohesion and intercultural communication. It deals with aspects of language policy, language teaching pedagogy and resources for languages. It is a three-year project involving 12 European partners and two non-European partners from Australia and Canada, among which OLBI is the key player with the collaboration of the Centre on Governance of the Faculty of Social Sciences.

The first phase of the project will require that we identify existing data on current practices related to bilingualism and multilingualism in a number of Canadian cities. We will interview the administrators of relevant departments (education, public administration, private sector, economic life, urban space), and produce one report per city on each issue. These reports will be analysed in light of similar reports on European cities, will contribute to the identification of criteria for best practices, and will serve as the foundation for discussions and exchanges between professionals on actions points.

Research and Teaching of the Irish Language in North America the Next 20 Years

This conference, held on October 27 and 28, 2011, explored a long-term vision for the Irish language in North America, one that aligns with and supports the 20-year strategy approved by the Irish government in 2010.

This conference sought to forge links between Irish language speakers and learners at both the university and community levels. Presentations on minority language rights, language teaching, Irish language software and language use in North America served to expose the diverse dimensions which must be considered in the development of this long-term vision. The parallel between the gains and challenges regarding access to education in French in Ontario and Irish in Ireland was a source of inspiration for the Irish and North American researchers studying the promotion of the Irish language.

This was the first academic conference ever held in North America which was conducted exclusively through the Irish language. The conference provided OLBI with its first opportunity to use the CyflaisPRO “whisper” system for simultaneous interpretation. It proved very successful and was used at subsequent events.
**Research Chair**

Dr. Marie-Josée Hamel is the holder of the new OLBI University Chair in New Technologies and Computer Assisted Language Learning, one of three new University of Ottawa research chairs created in April 2012 to tackle emerging issues.

Dr. Hamel explores interface ergonomics in the context of computer assisted language learning. In particular, she seeks to define language learners’ use of online resources such as dictionaries and translation aids. She also measures the usability of these resources for vocabulary selection during the language task process. The aim of her research is to find ways to improve the overall quality of the learner-task-tool interaction with the computer.

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**Our Team**

As of April 30, 2012 the OLBI team was composed of these 122 employees:

<table>
<thead>
<tr>
<th>18 regular, full-time professors, including:</th>
<th>68 part-time language professors, of which:</th>
<th>4 invited professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 academic professors</td>
<td>35 taught ESL (English as a Second Language)</td>
<td>4 adjunct professors</td>
</tr>
<tr>
<td>10 language teachers</td>
<td>33 taught FLS (Français langue seconde)</td>
<td>1 professor emeritus</td>
</tr>
<tr>
<td>4 invited professors</td>
<td>4 adjunct professors</td>
<td>19 support staff</td>
</tr>
<tr>
<td>4 employees in the Language Rights Support Program</td>
<td>4 employees in the Language Rights Support Program</td>
<td>4 employees in French Immersion Studies</td>
</tr>
<tr>
<td>1 Executive in Residence</td>
<td>1 Executive in Residence</td>
<td>1 Executive in Residence</td>
</tr>
</tbody>
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**Immersion at the University Level: Models, Challenges and Prospects**

In celebration of the fifth anniversary of French Immersion Studies, OLBI organized an international forum featuring scholars from North America and Europe on February 9 and 10, 2012. The forum addressed the entire spectrum of post-secondary immersion including different languages, academic levels, and stakeholders. It dealt with models for immersion, introduced proponents of French Immersion Studies at the University, and explored issues in immersion and research in the field.

This scholarly activity balanced nicely with an earlier event in the fall of 2011 that focused on the student experience and celebrated students and alumni.
TEACHING

OLBI’s programs are for uOttawa students, both present and future, along with its staff. Our services also extend to clients from the public, private and non-governmental sectors.
**Credit Courses and Undergraduate Programs of Study in ESL and FLS**

Over the past four years, there has been a steady increase in the total number of the students in both the English as a Second Language (ESL) and French as a Second Language (Francais langue seconde, or FLS) programs.

Accordingly, the number of ESL and FLS credit courses offered to all University students taking these courses also increased. OLBI began working closely with the Telfer School of Business to support the linguistic needs of their international students. As a result, attendance in the ESL immersion courses in business administration has contributed to this increase.

Students in ESL and FLS courses come primarily from undergraduate programs, although graduate students and special students are also welcome.

<table>
<thead>
<tr>
<th>Credit Courses and Undergraduate Programs of Study, ESL and FLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
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<td>2008-2009</td>
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<td>2009-2010</td>
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<tr>
<td>2010-2011</td>
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<tr>
<td>2011-2012</td>
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</tbody>
</table>

**Proposal for a Master of Arts in Bilingualism Studies**

OLBI’s proposal for an MA in Bilingualism Studies progressed in 2011-2012. It was approved by the University’s Institutional Quality Assessment Council in July 2011.

The internal and external evaluation of the proposal was conducted on October 27 and 28, and the evaluators’ reports were submitted to the Faculty of Graduate and Postdoctoral Studies (FGPS) in mid-November. The reports were highly positive. All three consultants stated that OLBI is an “ideal institution” to offer the proposed program, and that the proposed program is “a clear fit for the University,” “is well suited to the scholarly expertise of the University and its unique setting,” “has the potential to become one of its flagship programs,” “is in line with the University’s Vision 2010 and Destination 2020,” and will “strengthen its recognized leadership with respect to the promotion of bilingualism.”

A revised proposal, which took into account the evaluators’ comments and those of the Faculty of Arts regarding program delivery, was approved by the FGPS in mid-January 2012 and by the Executive Committee of the Senate on March 6. The proposal has now been sent to Toronto, where we are seeking the approval of the Ontario Universities Council on Quality Assurance and the subsequent approval for funding by the Ministry of Training, Colleges and Universities.

We are currently working on the program publicity and student recruitment strategies with the help of OLBI’s Development and Promotion Office and the Faculty of Arts Marketing and Communication Office.
**French Immersion Studies**

In 2011-12, French Immersion Studies celebrated their 5th anniversary. Two major events were organised to mark this occasion. In October, a celebration was held to highlight the most significant accomplishments. An example of these accomplishments, five current students and alumni participated in a panel in which they discussed their experiences. In February, French Immersion Studies and OLBI welcomed fifty participants in an academic forum on immersion at the postsecondary level.

The popularity of our model is spreading within the University. This year, a new faculty chose to offer its students a distinct academic path and the relevant support to allow them to pursue a degree which recognizes their bilingual studies. Sixteen programs in the Faculty of Science now offer the Régime de français enrichi, whose name reflects the particular conditions in this Faculty. During its first year, over 80 students registered in these programs.

**The Numbers**

**Registration**

Since the arrival of our first cohort in September 2006, we have piqued the interest of thousands of young Francophiles in Canada and abroad. The increase in applications and registrations attests to this. In 2011-2012, we received over 2,400 applications and registered 477 students. Overall, 1,191 students were registered in French Immersion Studies this year.

Since 2006, over 2,200 students have taken French Immersion Studies. With five years of data available, we can recognize trends and interesting indicators.

- **Geographic Provenance:** The vast majority of our students, approximately 80%, are from Ontario including 40% from the Ottawa region and 20% from the greater Toronto area. Other significant groups are from Quebec (6%) and British Colombia (4%).

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**French Immersion Students 2006-2012**

- Applications
- Offers of Admission
- Registrations
- Active Students*

* Total registration for French immersion each year
• Field of Studies: For the first five years, nearly 50% of our students registered in programs in the Faculty of Social Sciences, approximately 25% in the Faculty of Arts, and approximately 12% in the Faculty of Health Sciences and the Telfer School of Management. The addition of the Faculty of Science will change this distribution, because it already accounts for 7% of registrations after a single year.

• Academic Success: Students who indicate an interest for French Immersion Studies have excellent academic results both before they arrive and during their stay at University. At the secondary level, over 50% of our students had an average of over 85%. During their university studies, they continue to maintain excellent grades. Over 70% of them have an average of B or better, and 30% have at least an A average.

![Number of French Immersion Students in each Faculty 2006-2011](chart)

Graduates
After five years, two cohorts have finished a four-year baccalaureate in Immersion. A little over a third of those who started the program fulfilled all of its requirements and obtained a diploma with a mention of “French Immersion.”

Immersion students have a measurable impact on the University’s activities. Since 2006-07, they have registered in close to 12,000 courses taught through French. Immersion students not only register for French courses here in Ottawa, nearly two thirds of those who take part in international exchanges do so in a French-language institution.

![Number of Graduates 2007-2012](chart)
Other Courses and Resources

Language Training Services for Academic Staff

The Language Training Services for Academic Staff held a campaign this year to inform the university community about its services. The main element of the campaign, a flyer, was distributed to all uOttawa professors in each faculty. The Coordinator, Huguette Bourgeois, then made presentations to executive committees in teaching faculties, whose members particularly appreciated hearing about initiatives such as maintenance courses for professors who have achieved an active or passive level of bilingualism.

Following the distribution of the material, there was a considerable increase in three types of services: group classes (a record number of participants), tutorials and class document revision.

Personnel Courses

This year, Personnel Courses added a technological component with the publication on Blackboard Vista of course descriptions and other educational resources. The site will serve as a long-term bank of teaching materials contributed by teachers and others associated with the program.

The main clientele for personnel courses is administrative and academic staff, although other participants are welcome. In 2011-2012, a total of 20 courses (8 ESL and 12 FLS) were offered to over 160 participants.

Julien Couture Resource Centre

In 2011-12, the Resource Centre underwent several important upgrades in order to improve the student experience and implement the objectives set out in Destination 20/20.

We completed the renovation of the Learning section, creating a more welcoming and functional space for the students. We then set up a process to evaluate and weed out resources available to students and professors so as to optimize access and utilisation of materials relevant to research, teaching, and self-accessed learning.

We began creating an online catalog. In collaboration with the Centre for University Teaching, we designed create software that will facilitate locating resources geared to students, while allowing for language skills self-assessment, and also provide detailed instructions about services offered to students. We included recommendations by OLBI professors on the most appropriate resources for self-accessed learning.
Second Language Intensive Programs, formerly Special Programs, provide ESL and FLS educational programs. To meet the needs of a diverse population, they also develop workshops for language teachers and a variety of Canadian and international groups.

**Language Programs**

**English Intensive Program**
The English Intensive Program (EIP) is our flagship program for ESL instruction. This year, the EIP offered six levels of ESL courses at each one of our four sessions. There was a steady increase in the number of students from many countries, including China, Saudi Arabia, Libya, Turkey, Vietnam, Iraq, Italy, France, Japan, and Mexico. The EIP is expected to become more international in the summer of 2012, as it welcomes many sponsored students from Brazil, Kuwait, and the United Arab Emirates.

**Destination Clic**
For the 12th year, the Destination Clic Summer school welcomed, from June 27 to July 15, 2012, forty-five 13-15 year-olds. Destination Clic, a bursary program for Francophones living outside of Quebec, gives those students a unique university experience on the University campuses. Classes of Franco-Ontarian literature, linguistics, video and music were offered. Participants also took part in drama and creative writing workshops, as well as many activities to discover Franco-Ontarian culture.

**Zhejiang University Summer Language Program**
For eight years, we have hosted students from Zhejiang University in Hangzhou, China. The one-month summer program gives students the opportunity to study English at the University while earning university credits in their native country. The credit-equivalent program has offered two courses for several years, Oral Communication Skills in English and Reading Magazines and Newspapers in English. In the spring of 2012, we organized the logistics which will allow us to include students from two Zhejiang University affiliates, Ningbo Institute of Technology and Zhejiang Chinese Medical University.

**University of Electronic Science and Technology of China**
The University of Electronic Science and Technology of China (UESTC) in Chengdu sent a delegation of students in the summer of 2011 for an integrated skills program in English and immersion in Canadian culture. Response to the program was so positive that UESTC students are returning in the summer of 2012.

**Wings of Peace**
We established a partnership with the Canadian educational tourism company Wings of Peace to provide intensive language and leadership training in English to groups of young people from the Middle East. In the past two years, staff members have gone on two missions to the Gulf, where they met with representatives from several universities, government agencies, and cultural organizations. As a result, several groups of students attended programs in the summer of 2011, and we expect an equal number to attend in the summer of 2012.
Programme intensif de français
Our French intensive program (or PIF) is now in its third year and continues to offer courses for three weeks at the end of each summer. PIF is becoming increasingly popular and is attracting more students and professionals every year.

Teacher-Training Programs

Centre international d’études pédagogiques
For the third consecutive summer, we offered a teacher-training program on behalf of the Centre international d’études pédagogiques (CIEP), a pedagogical research institute based in Paris. The program consisted of intensive language, teaching, and cultural workshops over two weeks for 24 EFL teachers from different regions of France.

Summer University for FLS/FSL Teachers
In 2011, we organized the fourth annual intensive summer professional development program for Canadian FSL elementary and secondary teachers of Core French, Extended French, Intensive French, and French Immersion. The workshops are now well established and include participants from all over the country. A partnership with the Ontario Ministry of Education has increased the level of participation by teachers in this province through bursaries that cover tuition fees and a percentage of travel costs.

University of Central Asia
In the summer of 2011, two staff travelled to the University of Central Asia (UCA) in Naryn, Kyrgyzstan, to deliver one week of teacher-training workshops in EFL pedagogy to approximately 15 instructors. The workshops were part of a larger partnership and curriculum development project for UCA.
<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>FR</th>
<th>NL</th>
<th>Total</th>
<th>FR</th>
<th>NL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>663</td>
<td>37</td>
<td>18</td>
<td>2520</td>
<td>105</td>
<td>28</td>
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<td>2008-2009</td>
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<td>6</td>
<td>2962</td>
<td>165</td>
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<tr>
<td>2009-2010</td>
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<td>14</td>
<td>3067</td>
<td>164</td>
<td>188</td>
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<tr>
<td>2010-2011</td>
<td>748</td>
<td>39</td>
<td>14</td>
<td>3509</td>
<td>186</td>
<td>268</td>
</tr>
</tbody>
</table>

Our research centre allows OLBI and the University of Ottawa to assert their roles as catalysts for the evolution of bilingualism and language planning in Canada.
**Funding**

Funding for research by faculty members from peer-reviewed grants grew exponentially last year, increasing total research funding considerably. The Social Sciences and Humanities Research Council (SSHRC) funded projects by three professors, Jérémie Séror, Marie-Josée Hamel (senior researcher C. Caws) and Sylvie A. Lamoureux (senior researcher Phyllis Dalley).

<table>
<thead>
<tr>
<th>Year</th>
<th>Funding Agencies</th>
<th>Other Peer-Reviewed Grants</th>
<th>Contracts</th>
<th>Other</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>$133,648</td>
<td>$36,411</td>
<td>$1,148,500</td>
<td>$63,652</td>
<td>$1,382,211</td>
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<td>2010-2011</td>
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<td>$72,637</td>
<td>$1,793,925</td>
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<td>2011-2012</td>
<td>$188,882</td>
<td>$547,854</td>
<td>$1,516,250</td>
<td>$67,533</td>
<td>$2,320,519</td>
</tr>
</tbody>
</table>

**CCERBAL, the Canadian Centre for Research on Bilingualism and Language Planning**

Dr. Marie-Josée Hamel was nominated as the director of CCERBAL in July 2011. Keep track of the research centre’s activities at www.ccerbal.uOttawa.ca and now also on Twitter (@ccerbal).

**2012 CCERBAL Conference**

Now in its fifth year, the CCERBAL Conference dealt this year with Innovative Practices in Computer Assisted Language Learning (CALL). Over 120 participants attended, including many internationally renowned scholars (including Dr. Greg Kessler, Ohio, co-Executive Director of CALICO, and Dr. Françoise Blin, Dublin City, President of EUROCALL).

There were forty or so individual presentations, a poster session, demonstrations and workshops during the intensive, two-day conference. Highlights included three plenary sessions (Carol Chapelle, Iowa State, François Mangenot, Stendhal-Grenoble 3 and Elizabeth Murphy, Memorial), two symposiums (led by Trudy Heift, Simon Fraser, and Aline Germain-Rutherford, Middlebury) and two round tables (chaired by Thierry Karsenti, Montréal, and Frédéric Nolin, federal government). Among other topics, presenters addressed themes such as teacher training and continuing education in CALL, the analysis of learner computer interaction, online exchanges, and institutional repercussion of using technology in the language classroom. This created a true dialogue between participants. A successful cultural evening concluded the event.

Guest sessions were broadcast on the web, in real time, allowing many interested persons to follow the Conference online. In person, simultaneous interpretation facilitated exchanges between participants. The 2012 Conference web site includes links to the recorded sessions. The conference proceedings will be published in spring 2013.
We thank our partners (the Canadian Association of Second Language Teachers, the European Centre for Modern Languages, and the Forum mondial de la langue française) who assisted with the broadcast, and the funding agencies (the Social Sciences and Humanities Research Council, Canadian Heritage, the Office of the Commissioner of Official Languages, the Embassy of France, the Faculty of Arts and the University), who generously contributed to financing the 2012 CCERBAL Conference. The Conference is the result of teamwork including several members of OLBI and many students from the Faculty of Arts.

**Forums de recherche**

OLBI Research Forums are a series of presentations by internationally and nationally recognized guest speakers and local scholars. Held during the regular academic year, the presentations are open to the public. The 2011-2012 series included the following:

- Burghart Schmidt, Université Paul-Valéry Montpellier III / The Globalization of Graduate Studies
- Sáilí Ní Dhroighneáin, Galway University / The Irish Experience for Canadian Students
- Mat Schulze, University of Waterloo / Measuring CAF in Longitudinal Learner Corpora
- Phyllis Dalley, Nathalie Bélanger, Caroline Andrew and Sylvie Lamoureux, University of Ottawa / La politique linguistique au-delà des cours d’école : les clubs de devoirs
- Martin Guardado, University of Alberta / The Maintenance of Heritage Languages: A Discourse Ideological Perspective

**CCERBAL Research Workshop**

CCERBAL organised its first professional development workshop for research this year. Held at OLBI on December 21, 2011 it focused on video screen shots. Dr. Marie-Josée Hamel and Dr. Jérémie Séror presented the features of this technological tool to capture screen shots and analyse the process of language tasks and its teaching applications (reflection/feedback on learners’ tasks). The workshop drew in ten participants.

**Visiting Scholars**

Each year, OLBI welcomes visiting scholars from around the world who interact with our faculty members and consult the University’s research community. In 2011-2012, we hosted the following:

- Dr. Hong Lin, Hong He University, China (September 2010–September 2011)
- Dr. Han Jianxia, Zaozhuang University, China (February–December 2011)
- Mr. Zhang Lihong, Zhejiang University of Technology, China (March–September 2011)
Our expertise has made OLBI an essential reference in this field, not only at the University of Ottawa, but also on the Canadian and international markets.

Supporting Human Resources
In an effort to improve the student experience at the University, the Human Resources Service called upon the expertise of Language Testing Services to ensure the level of bilingualism of front-line employees. Language Testing Services developed an online pre-screening language tool for applicants to support staff positions deemed “front-line,” that is, those where direct service to students is a major responsibility. Applicants whose skills are judged adequate are then considered for the short list for the position. Writing and speaking tests, along with evaluation tools for managers, were also developed as part of this project. A new 36-hour language course taught in English for front-line employees, entitled “Face-to-Face: Language for Excellent Client Service,” will be piloted in the coming year.

The CanTEST: a Recruitment Tool
In spring 2012, the CanTEST went back to its birthplace: China. The CanTEST, a standardized English proficiency test, was initially developed in the 1980s in Beijing. It has since evolved into a tool used across Canada to determine if test-takers meet the language requirements of Canadian universities and professional licensing boards. To support recruiting initiatives in China by the Faculty of Engineering, the CanTEST was administered at five universities in March 2012. In addition, a satellite office of the CanTEST will commence test administration in summer 2012 in Beijing.

Development of a Test for Admission Purposes
Our Language Testing Services consults and collaborates on an ongoing basis with various University departments and programs, to screen applicants and monitor student success in language learning. Currently we are working closely with the Nutritional Sciences program, the Telfer School of Management, the Second Language Teaching program, the Département de français, and the Faculty of Health Sciences to develop tests tailored to their needs.

Canada Post
The test delivery contract between Language Testing Services and Canada Post is ongoing. Through this contract, current and potential employees of the postal service are tested on their second language speaking skills. Over 700 tests per year are processed through our call centres.
Our partnerships heighten the University of Ottawa’s and OLBI’s reputation as centres of excellence for analysis, research and innovation.

Latinus
OLBI participated actively in the Latinus university network, which promotes cultural diversity within the Romance-language speaking world and beyond. The network encourages transatlantic mobility for faculty members. Three of our professors participated in a conference entitled, Didactique contrastive : questionnements et applications, held in Béziers, France in May 2011, while a fourth professor attended the conference entitled, L’oral et l’écrit en didactique des langues romanes : quelles transitions et/ou quelles combinaisons?, in Liège, Belgium the following November.

National Language Project – Sri Lanka
As part of this project, funded by the Canadian International Development Agency (CIDA), OLBI and its partner agency Agriteam Canada hosted a technical exchange mission, May 28 to June 8, 2012, by Sri Lankan delegates who came to discuss issues related to the Sri Lankan Official Languages Policy and current challenges to its implementation.

The mission was composed of officials from the Ministry of National Languages and Social Integration, the Department of Official Languages, and the Official Languages Commission. They met their counterparts in relevant Canadian institutions and the exchange allowed them to expand their knowledge, develop their capacity, and enhance specific strategies and priority action plans that they are currently working on.

University Language Training Project
We were in the second year of a three-year pilot project with the Canada School of Public Service, which is exploring the possibility of offering language training to University students during their studies to help them achieve the language level required for employment in the government. The program concluded in March 2012.

Inter-American Network for Language Education
OLBI is a co-founder of this new network, and Richard Clément, OLBI’s director, is its President. The official launch of the RIFL was held on November 4, 2011 in San Luis de Potosi, Mexico, as part of the General Assembly of the Inter-American Organization for Higher Education (IOHE). Known by its Spanish acronym, RIFL, the network will operate under the IOHE, of which the University has been a long-standing member, and the IOHE’s College of the Americas (COLAM). The first meeting of participating universities was held during the Conference of the Americas in Rio de Janeiro, Brazil, April 25 to 27, 2012.
European Centre for Modern Languages
Since 2008, OLBI has acted as the national contact point for Canada with the Council of Europe’s ECML.

The year 2011-2012 marked the end of the third mid-term program entitled, “Empowering Language Professionals,” during which Canadian experts were associated with six research projects as consultants or team members, according to the 2008 Protocol of Cooperation and Liaison between the ECML and the University. The Closing Conference was held in Graz, Austria, from September 29 to October 1, 2011. At the Conference, the ECML launched its fourth mid-term program for 2012-2015, whose theme is “Learning Through Languages.” OLBI representatives attended in the Conference which provided the opportunity to confirm the extension of the Memorandum on Cooperation and Liaison until 2015.

For the Fourth Program 2012-2015 “Learning Through Languages,” OLBI set up an Advisory Committee, composed of leaders from the main Canadian centres and institutions in the field of language teaching and learning, whose objective is to identify priority projects for the Canadian context and propose Canadian scholars who could participate as experts and associate members. Seven projects have been selected and the ECML has accepted the recommendations of Canadian participants for each of these projects.

In addition, during 2011 OLBI continued its sustained action with Canadian government authorities (Department of Foreign Affairs and International Trade, Department of Canadian Heritage, Commissioner of Official Languages) and the Council of Ministers of Education, Canada (CMEC) to raise their awareness of the advantages for Canada to seek a membership in the ECML.

CALDO
The University is member of CALDO, a consortium with the Universities of Alberta, Laval, and Dalhousie. CALDO was established in August 2010 to work collaboratively in the area of international graduate student recruitment and other areas of interest, such as international research. OLBI is already a key player in order to provide language training for students who will be admitted to the University. The first students, scholarship recipients from Brazil, are expected to arrive in the fall of 2012. OLBI participated in recruitment during the Conference of the Americas in Brazil in April 2012.

International Partnerships
Central Asia
Following the signature of a partnership with the University of Central Asia (UCA) in the spring of 2011, we developed curriculum for an English for Academic Purposes Program at UCA and delivered teacher-training workshops on the delivery of that curriculum. Six of our EIP instructors drafted an extensive curriculum, and we expect to collaborate with UCA on other projects in the near future.

Saudi Arabia
In February and April 2012, two of our staff travelled to educational conferences in Riyadh with two clear objectives: to recruit students to the EIP and other special language programs and to pursue potential curriculum development and EFL program development partnerships with universities in the Kingdom of Saudi Arabia. Several such partnerships are under discussion.
For the past two years, the Language Rights Support Program (LRSP) has been a part of the University of Ottawa under the management and with the solid support of OLBI and the Faculty of Law.

Promotion
The LRSP promotes constitutional language rights in Canada – specifically the language rights under the Canadian Charter of Rights and Freedoms, the Constitution Act, 1867 and the Manitoba Act – through public education. The LRSP also offers financial assistance to persons or groups that experience conflicts when their constitutional language rights have not been respected. This assistance may serve to access alternative modes of conflict resolution, such as mediation, without the need of going to court. Financial assistance may also be provided for legal remedies which will help advance or clarify a constitutional language right.

The ADR and Legal Remedies
This year, to promote the program and constitutional language rights, the LRSP created an educational, interactive workshop on the right to services and communications in the federal government in both official languages. This workshop was delivered during regional consultations in four Canadian regions and during various events. In addition, the LRSP created eight videos in both official languages to explain the four areas of constitutional language rights: educational rights, the right to services and communications in the federal government, legislative rights, and judicial rights.

With regard to Alternative Dispute Resolution (ADR), the LRSP website lists ADR professionals recognized by the LRSP. These professionals received training on constitutional language rights organised by the LRSP to ensure they are highly knowledgeable on this topic. In 2011-12, the LRSP financed five applications for ADR financing.

With regard to legal recourse, the LRSP financed 11 applications totalling approximately $690,000 during the year.

Renewal of the Program
Finally, the LRSP announced in February that its funding body, the Department of Canadian Heritage, renewed its mandate for the next five years until 2017. The LRSP will begin this new stage with enthusiasm. For news and a listing of activities, consult www.padl-lrsp.uOttawa.ca.
Livres et manuels rédigés par l’auteur / Books and Textbooks Written by Author


Ouvrages édités par l’auteur / Publications Edited by Author


Chapitres de livres / Book Chapters


Articles publiés dans des revues avec comité de lecture / Articles in Refereed Journals


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Communications arbitrées / Refereed Presentations and Posters


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